

WC 28.11.2022	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>English: Dogger—Shirley Hughes</b></p> <p><b>Vocab: Belonged, fond, anxiously, searched, exciting, terrible, practising, staring</b></p> <p>Link: <a href="https://www.youtube.com/watch?v=nocookie.com">YouTube (youtube-nocookie.com)</a></p>	<p>Introduction</p> <p>This story is about a scruffy toy called Dogger. I read it on the bus home and I almost missed my stop! I just had to find out whether Dave got Dogger back after he lost him.</p> <p>Read the story aloud. Don't use the asides yet; let the story weave its own magic.</p> <p>What's the problem?</p> <p>1. Ask children to TTYP and take feedback for the following questions:</p> <ul style="list-style-type: none"> <li>o Who are the characters in the story? (Dave, Dogger, Bella, Mum, Dad, Joe and the little girl who buys Dogger)</li> <li>o Who are the main characters in the story? (Dave, Dogger and Bella)</li> </ul> <p>2. Explain the problem:</p> <p>Dave loses Dogger and wants to get him back because Dave can't sleep very well without Dogger.</p>	<p>Re-read the story</p> <p>Purpose: for children to develop a deeper familiarity with the story.</p> <ol style="list-style-type: none"> <li>1. Re-read the story.</li> <li>2. Use your planned asides to show your own reactions (facial expressions, quick comments)</li> </ol> <p>and to explain the meanings of any unfamiliar words. Tell, don't ask!</p>	<p>Reread the story</p> <p>Freeze Frame</p> <ol style="list-style-type: none"> <li>1. Tell children they are all Dave.</li> <li>2. Ask them to freeze-frame Dave's expression for each situation below.</li> <li>3. After each freeze frame, say the sentence provided below: You look... Use expression and Teacher: Dogger is nowhere to be found. Freeze-frame!</li> </ol> <p>Teacher: You look miserable/heartbroken</p> <p>Children: We are miserable/heartbroken</p> <p>Teacher: The lady isn't listening when you try to explain that Dogger belongs to you. Freeze-frame!</p> <p>Teacher: You look annoyed/frustrated</p> <p>Children: We are annoyed/frustrated.</p> <p>Teacher: Bella gets Dogger back for you. Freeze-frame!</p> <p>Teacher: You look overjoyed/on top of the world</p> <p>Children: We are overjoyed/on top of the world</p>	<p><b>INSTANT CHRISTMAS!</b></p>	<p>Reread the story, allowing children to join in key phrases.</p> <p>Which is the right sentence?</p> <p>Purpose: for children to choose the right sentence from the context of the story; for children to use and say more</p> <p>Tier Two words.</p> <ol style="list-style-type: none"> <li>1. Use MTYT to say the pairs of sentences below.</li> <li>2. Say: Which sentence is right? <ul style="list-style-type: none"> <li>o Dogger looks neat and new. Dogger looks scruffy.</li> <li>o Dave is pleased when the little girl buys Dogger. Dave panics when the little girl buys Dogger.</li> <li>o Bella is kind when she swaps her teddy for Dogger. Bella is mean when she swaps her teddy for Dogger.</li> </ul> </li> </ol>
<p><b>Maths</b></p>	<p>Where is ted?</p> <p>Using a teddy bear and a chair, play "where is ted" using positional language</p> <p>On, under, next to, on top of, behind,</p>	<p><a href="#">Positional Language Using a Picture</a></p> <p><a href="#">Show the children the poster in this Animal Hide-and-Seek Position Activity Resource Pack and invite them to talk about what they can see.</a></p> <p><a href="#">Ask the children to describe where the animals are hidden around the picture.</a></p> <p><a href="#">Read the children a clue card. Challenge them to identify each animal and use a full sentence to describe where the animal is.</a></p>	<p>Digging Deeper Teddy Bear Hide-and-Seek</p> <p>Hide some teddy bears in different places around the classroom and outside area. Invite children to look for the hidden bears.</p> <p>Encourage children to describe where the teddy bears are hiding and how they found them.</p> <p>Children may like to take a photo of where they found each teddy bear and say a sentence about where each bear was hiding. Can they describe the bears' hiding places in different ways?</p> <p>Challenge children to hide a teddy bear and give a friend some instructions to find it.</p>	<p><a href="#">Where is elf? Positional language ppt in shared.</a></p>	<p>Beebot positional language</p> <p>Introduce the beebot to class, showing children how to programme and debug</p>
	<p><b>PSED:</b></p> <p>What it means to be respectful</p> <p>Today we are looking at our final school value: being respectful.</p> <p>TTYP: What does it mean to be respectful? We show respect to the people around us and also to our resources.</p> <p>TTYP: Why do you think it is important to be respectful? So that everyone feels safe and happy. So that our things are taken care of and don't get broken.</p> <p>TTYP: How can we show respect to people? With our kind words, by playing with them, by listening to them, by helping them etc.</p> <p>TTYP: How can we show respect to resources? By choosing, using and putting away, by handling them carefully, by telling an adult if something gets broken. How are you going to show respect today?</p>	<p>UTW</p> <p>All about weddings</p> <p>TTYP what is a wedding?</p> <p>What does getting married mean?</p> <p>Share weddings from around the world</p> <p><a href="#">My First Wedding - CBeebies - BBC</a></p> <p>Share any tapestry photos parents have shared</p>	<p>Signing—Christmas songs, school concert practice.</p>	<p>Tree decorating/Christmas film/Christmas crafts</p>	<p>PE—multiskills lesson 4</p>

Areas of provision	This half term we are learning to...	This week we are learning...	Key vocabulary / questions
<b>Creative</b>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form &amp; function</li> <li>• Share creations, explaining the process we have used</li> <li>• Hold a pencil effectively – using the tripod grip</li> <li>• Use a range of small tools, including scissors and paintbrushes</li> <li>• Begin to show accuracy and care when drawing</li> </ul>	Make a paper plate dogger 	Cut, stick, join, stencil
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including composition</li> <li>• Subitise (recognise quantities without counting) up to 5</li> <li>• Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> <li>• Verbally count beyond 20, recognising the counting system pattern</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	Peg boards—using peg board cards, create patterns, using positional language to describe the,	Above, below, next to, in between
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Use core muscle strength to achieve a good posture when sitting at a table</li> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	Write simple sentences with adjectives to describe dogger—e.g. It is brown. It is soft. It is fluffy	Capital letter, finger space, full stop, cvc, fred fingers
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from books, rhymes and poems</li> <li>• Demonstrate understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary; use and understand this vocabulary during discussions about books, rhymes and poems and during role play</li> <li>• Anticipate (where appropriate) key events in stories</li> <li>• Understand the past through settings, characters and events</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with phonic knowledge by sound-blending</li> <li>• Read simple sentences and books, including common exception words</li> <li>• Make use of props and materials when role playing characters</li> <li>• Invent, adapt and recount narratives and stories with peers and adults</li> </ul>	To read a book for pleasure in our reading area; talk about the illustrations.  Explore our new fiction and non-fiction collections.  Play a phonic game with a friend using the RWI resources.  To listen to a story using the headphones.	Book, text, fiction, non-fiction, fact, factual, real Front cover, back cover, blurb, title, Publisher, author, illustrator Is your book fiction or non-fiction? How do you know? Talk to a friend about your book
<b>Construction</b>	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and explain how things work &amp; why they might happen</li> <li>• Build constructive and respectful relationships</li> <li>• Work and play co-operatively and take turns with others</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Invent, adapt and recount narratives and stories through play</li> <li>• Share creations and explain the process used</li> </ul>	Design and make a place in the world using the mobilo Use the displayed people/places/transport idea portfolios to help you.	Build, make, construct, create, people, place, transport, journey What do you need? How are you going to make it?
<b>Small world</b>	<ul style="list-style-type: none"> <li>• Work and play co-operatively and take turns with others</li> <li>• Invent, adapt and recount narratives and stories through play</li> <li>• Make use of props and materials when role playing</li> <li>• Understand some important processes and changes in the natural world, including the seasons and changing states of matter</li> </ul>	Tell me a story!	family, mum, dad, myself, similar, different, home,
<b>Snack</b>	<ul style="list-style-type: none"> <li>• Use a range of small tools, including cutlery</li> <li>• Wash hands independently</li> <li>• Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>• Participate in discussions, offering own ideas, using recently introduced vocabulary</li> <li>• Talk about food choices and understand not everyone likes/dislikes the same things</li> </ul>	Develop independence in this area; peeling own fruit, washing & drying hands accurately, emptying own milk etc. Try new foods in our weekly taste session. Taste session: pumpkin soup	Pumpkin, flavour, like, dislike,
<b>Topic</b>	<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	What is remembrance day? TTYP: Do you know why people are wearing poppies recently? It is part of the Remembrance Day traditions. TTYP: What is Remembrance Day for? It is to remember all of the soldiers that died in the war. This happens on November 11th every year. People wear poppies to remember, they take part in a 2 minutes silence to remember and some people also take part in a parade to remember.	Remembrance Day, World War 1, Soldiers.